

Increasing Educational Capacity as an Effort to Achieve SDGs for Village Association Personnel Through The Prior Learning Recognition Program

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Abstract. To realize the mandate of Law Number 20 of 2003 concerning the National Education System and Law of the Republic of Indonesia Number 12 of 2012 concerning higher education, namely to provide the widest opportunity for every individual to pursue formal, non-formal, and informal education through lifelong learning facilities as well as providing equal opportunities for certain qualifications as an effort to improve the quality of human resources and realize the 2030 SDGs regarding the provision of quality education, a Prior Learning Recognition program was held by Education Personnel Education Institutions for the community to be able to continue formal education to a higher level which in the end is the provision of proof of learning outcomes in the form of a diploma. Therefore, this research was conducted to describe and analyze the process of strengthening the synergy of Education Personnel Education Institutions in implementing the Recognition of Prior Learning (RPL) program for Village Companions, Ministry of Villages, Development of Disadvantaged Regions and Transmigration (Kemendes PDTT) with Bojonegoro Regency at Surabaya State University and State University Yogyakarta. The research method applied is a qualitative method with a case study approach. Data collection techniques used were observation, interviews, and documentation for program administrators, lecturers, and students. The data analysis technique used is the Miles and Huberman model which consists of 4 stages, namely the stages of collection, reduction, presentation, and conclusion of the research data that has been obtained. The results obtained from the research that strengthen synergy are carried out by organizing higher education programs in non-formal education study programs, research, and empowering the community by LPTKs at Surabaya State University and Yogyakarta State University. The results of the analysis of the implementation of the Recognition of Prior Learning program were obtained by applying a SWOT analysis. It can be concluded that the implementation of the Recognition program for past learning of Village Facilitators of the Ministry of Village, PDTT with Bojonegoro Regency can improve the quality of human resources.

Key words: Prior Learning Recognition, Program Analysis, Synergy of Educational Institutions'

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INTRODUCTION

Recognition of Prior Learning (RPL) in the education pathway is a program issued by the Ministry of Education and Culture to fulfill the mandate of Law Number 20 of 2003 concerning the National Education System and Law of the Republic of Indonesia Number 12 of 2012 concerning higher education, namely to provide the widest possible opportunity for each individual to pursue formal, non-formal and informal education through lifelong learning facilities as well as providing equal opportunities for certain qualifications are intended to provide wider opportunities for each individual to pursue education up to higher education. In the Recognition of Prior Learning (RPL) program, higher education institutions as organizers must recognize a person's past learning achievements without considering the process of increasing a person's learning achievements, time, or place. However, it must still consider national policies regarding education, such as

the obligation to study for twelve years, quality equality, and recognition of learning outcomes that are recognized nationally, and others (Sjaf et al., 2021; Manurung et al., 2022; Suasih et al., 2022).

The existence of the Prior Learning Recognition program (RPL) is being developed sustainably by developments in the education and employment system in Indonesia, as well as abroad. The Prior Learning Recognition Program (RPL) plays an important role in the development of a bilateral, regional, and international system of equal educational qualifications and employment qualifications with other countries. Therefore, the system and mechanism for implementing Recognition of Prior Learning (RPL) must be comprehensively designed by taking into account the aspects deemed necessary for both domestic and foreign stakeholders (Affandi, et. Al, 2020; Kasinathan, et.al, 2022; Permatasari et.al, 2021; Aly et al, 2022).

Evans (1987) mentions a four-step approach that can be applied to the Prior Learning Recognition (RPL)

program assessment system, namely: (1) Systematic reflection on significant learning experiences. At this stage, will describe the steps of the exercise brainstorming. (2) Identification of significant learning, stated in the right statement about the ownership of knowledge and skills. The category of knowledge or skills that can be used in this identification process are information handling, analysis, reading, writing, and so on. (3) Synthesis of evidence to support statements of knowledge and skills possessed. This stage involves examining detailed evidence supporting statements of having learned, which are usually expressed in the form of portfolios and require guidance from tutors and counsellors. (4) Accreditation assessment, at this stage begins with self-assessment because this can affect how a person wants to use the evidence of knowledge and skills he has. The assessment is then carried out by educational institutions related to knowledge and skills, by the evidence submitted and compiled by the IQF Team. Therefore, higher education institutions organize Recognition of Prior Learning (RPL) to provide opportunities for the community to be able to continue formal education to a higher level which in the end is the provision of proof of learning outcomes in the form of a diploma.

Recognized past learning and/or experience can come from other formal education obtained from another tertiary institution (Type A1) or come from non-formal, informal education, and/or from work experience (Type A2). Recognition of Prior Learning (RPL) on learning outcomes originating from formal education in tertiary institutions (Type A1) is the same as the credit transfer process (*credit transfer*). RPL Type A1 can be done through transcript and syllabus evaluation. Recognition of Prior Learning (RPL) for learning outcomes originating from non-formal, informal education, and/or work experience to continue their studies at tertiary institutions to obtain recognition of a portion of semester credit units/credits (Type A2) carried out in two stages, namely the process of assessment and recognition.

Non-formal Education Undergraduate Study Programs in the Faculty of Education at Surabaya State University and Yogyakarta State University have implemented the Recognition of Prior Learning (RPL) program in collaboration with the Ministry of Villages, PDPT, and the Bojonegoro District Government. This is done to increase the qualifications of village assistants as human resources in the Bojonegoro district as well as realize the 2030 Sustainable Development Goal point 4, namely expanding the reach of quality education for the community through the Recognition of Prior Learning (RPL) program. Therefore, to see how far the implementation of the Recognition of Prior Learning (RPL) program in Non-Formal Education study programs at Surabaya State University and Yogyakarta

State University, it is very important to conduct this research using a case study approach. The purpose of this research was to describe efforts to strengthen the synergy of Education Personnel Education Institutions (LPTK) in the implementation of Recognition of Prior Learning (RPL) Village Facilitators of the Ministry of Villages PDPT with Bojonegoro Regency and to analyze the process of implementing Recognition of Prior Learning (RPL) in the Bachelor of Non-formal Education study program at Surabaya State University and Yogyakarta State University.

METHOD

This type of research is a case study research. A case study is a type of research that is used to investigate and explain a phenomenon in detail regarding a setting or one person as a subject or a place for storing certain documents or events. Dr. Subana explained that case study research is research conducted by focusing on a case in detail and intensively on a subject and will produce a longitudinal description of research data. (Subana & Sudrajat, 2005). This research, reveals the implementation of Recognition of Prior Learning by non-formal education undergraduates at Surabaya State University and Yogyakarta State University to increase educational capacity to achieve SDGs 2030 for village assistants.

The research method used is qualitative research. Qualitative research is a research method used to examine a natural situation (as it is) with the researcher as the main instrument (Choironi, 2018). In line with this understanding, Sugiyono (2013) explains that qualitative research (*qualitative research*) is research based on the philosophy of positivism, which is used to examine the condition of a natural object and is carried out to obtain the required data in depth (Syandra, 2020). Meanwhile, according to Bogdan and Bikken (1982) and supported by Prof. Dr. Yatim Riyanto (2007) this type of case study research is to examine in detail one setting or one subject or a place for storing certain documents or events. In extracting cases, data mining will be carried out in-depth and intensively analyzing the interaction of the factors involved in it.

The type of data used in this case study research is primary data and secondary data. Primary data according to Sugiyono (2016) is data obtained directly by researchers in the form of information in the form of events or actions that occur where the research is carried out. Furthermore, secondary data is data obtained indirectly, namely through documents, archives, or explanations from other people who are selected to be informants.

The data sources used in this study are adapted to the problems and objectives that have been set. Primary data was obtained by conducting observations and

interviews with organizers and students of the Non-formal Education S1 RPL program at Surabaya State University and Yogyakarta State University. The selection of research samples was carried out by applying the technique of snowball *sampling* to be able to obtain the required data effectively. Primary data comes from 1) Organizers from the non-formal education S1 study programs at Surabaya State University and Yogyakarta State University, namely the coordinators of the non-formal education study programs at each institution. 2) Lecturers who teach the Recognition of Prior Learning (RPL) program. 3) Students of Recognition of Prior Learning (RPL) Non-Formal Education Undergraduate programs at Surabaya State University and Yogyakarta State University. As well as the secondary data used to support the research was obtained through documentation and data archives during the implementation of the Recognition of Prior Learning (RPL) Non-formal Education study program at Surabaya State University and Yogyakarta State University. Secondary data is the documentation needed to strengthen primary data, namely data: 1) Prior Learning Recognition Curriculum (RPL) of the UNESA Non-formal Education study program and UNY Non-formal Education study program. 2) The number of students participating in the Recognition of Prior Learning (RPL) program. 3) List of student grades. 4) Photos of online and offline lecture activities on each campus of Surabaya State University and Yogyakarta State University. And 5) other documentation that complements the secondary data.

Data collection techniques used in this study were participatory observation and in-depth interviews. Data collection techniques applying observation are carried out by observing and recording the phenomena being studied (Choironi, 2018); (Sugiyono, 2018). In this study, the type of participatory observation was applied, this aims to facilitate researchers in obtaining detailed data regarding the process of implementing the Recognition of Prior Learning (RPL) program in non-formal education study programs at Surabaya State University and Yogyakarta State University. As well as the interviews conducted were in-depth interviews that were carried out in detail on the topic being researched to a predetermined research subject. This is done to find problems openly from the parties whose opinions are asked and to obtain comprehensive data related to what is being researched as well as to avoid missing the required information (Sugiyono, 2018).

The data analysis technique used is descriptive analysis, namely, the results of the data obtained will be described through words that can be understood by applying the technique developed by Miles and Huberman, which is carried out through 4 stages, namely data collection, data reduction, data presentation, and concluding (Prof. Dr. Emzir, 2016).

Data collection activities were carried out by observation and interviews with organizers and students of the Recognition of Prior Learning (RPL) program in non-formal education study programs at Surabaya State University and Yogyakarta State University. Then at the data reduction stage, it is done by summarizing and sorting out the parts that are considered important and by the required data criteria, which in this study is related to the implementation of the Recognition of Prior Learning (RPL) program in the non-formal Education study program at Surabaya State University and Yogyakarta State University. Furthermore, after reduction is carried out, the next step is to present the data descriptively through words or charts that can explain and describe the implementation related to the topic that has been desired, namely the implementation of the Recognition of Prior Learning (RPL) program in the non-formal education study program at Surabaya State University and Yogyakarta State University. And the last stage is concluding.

To obtain reliable data, the researcher checked the validity of the data by applying source triangulation. Moleong in Syandra (2020), defines source triangulation as comparing or re-checking the data obtained to increase the degree of trust and truth of information that has been obtained using tools and at different times (Syandra, 2020).

RESULTS AND DISCUSSION

Referring to the mandate of Law No. 20 of 2023 concerning the National Education System and Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education, namely to provide the widest opportunity for every individual to pursue formal, non-formal, and informal education through lifelong learning facilities and provide equal opportunities for qualifications certain conditions, RPL (Recognition of Past Learning) was born to realize the mandate of national education (Amedi, 2019). In its development, this RPL is given to the community to be able to continue their formal education to a higher level with the end of the process will get proof of diploma which is equivalent to higher education in general and aims to improve human resources who are professional, competent, and responsible and meet standards as Village Facilitators (Simatupang et al., 2017; Nasir, 2022; Ilham, 2019; Santati et al., 2022).

Providing services for the Recognition of Prior Learning (RPL) program is a form of embodiment of efforts to achieve one of the concepts in the 2030 Sustainable Development Goals, namely point 4 and refers to Village Ministry Regulation Number 13 of

2020 related to inclusive, quality and fair education which aims to provide lifelong learning opportunities for communities to achieve comprehensive sustainable community development goals (Muslim et

al., 2021; Ahmad & Febriyanti, 2021; Husain et al., 2022). As for the context of the implementation of Recognition of Prior Learning (RPL) for assistant workers in the village of Kemendes PDTT Bojonegoro Regency this is type A2 which is carried out by credit transfer of learning or experience both formally, non-formally, and informally.

The purpose of strengthening synergy is the effort made to integrate activities to achieve an expected result (Ilham, 2019), which in the context of this research is the implementation of the Recognition of Prior Learning (RPL) program for village assistants of the Ministry of Health PDTT Bojonegoro district. In the process, the strengthening of synergy by the Education Personnel Education Institution (LPTK) in the Implementation of Recognition of Prior Learning (RPL) of the Ministry of Village PDTT Village Assistants with Bojonegoro Regency in the Non-formal Education Department of Surabaya State University and Yogyakarta State University was carried out with an MoU on education, research, and community service which aims to increase the synergy between the government and universities in developing knowledge, insights, and skills as well as community empowerment programs.

A. Malik Fajar in Ilham (2019) and Maja et al. (2020) explain that synergy in the context of education is held to provide positive energy by combining activities in both formal and non-formal forms that aim to educate program targets so that they can support the revitalization process and increase human resources to support national development. Referring to this opinion is relevant to what the Government of Bojonegoro Regency is doing in its efforts to improve the quality of its Village Assistants through the Prior Learning Recognition program in collaboration with LPTKs at Surabaya State University and Yogyakarta State University. In its activities, in addition to being oriented towards improving the quality and value of its human resource education, Higher Education Institutions as partners have the opportunity to empower the community and conduct research according to the background of the educational program. The factors that influence this synergy process are good forms of cooperation between aspects, similarity of vision and mission, and spirit of collaboration to achieve the expected goals.

As a collaborative program between educational institutions and the Bojonegoro Regency government, a partnership is established that is in line with the background of scientific needs, this relates to the input, process, output, and utilization stages of graduates to be faced with existing employment opportunities. As one indicator of success is the implementation of partnerships with higher education institutions that have excellence in the field of education related to improving the quality of human resources. The form of cooperation

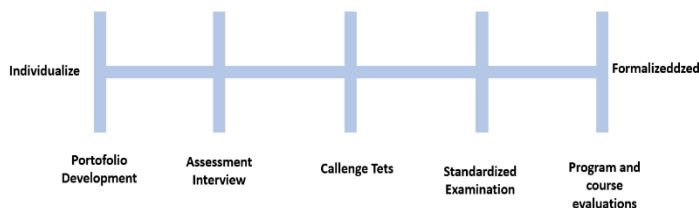
in this program aims to produce quality human resources, among others by:

- 1) Collaboration in educational programs through RPL lectures for Village Assistants of the Ministry of Village, PDTT
- 2) Collaboration in research activities by partner universities in the Bojonegoro district
- 3) Collaboration in community empowerment activities by partner universities in Bojonegoro district

To achieve the goals of collaboration, several things must be considered, namely by maintaining and improving the quality of learning carried out, and by emphasizing essential and contextual material that is adapted to the background of the objectives of conducting learning by students. In addition, higher education institutions as partners must also be able to maintain their superior characteristics, which in this context are Surabaya State University and Yogyakarta State University as educational service providers for RPL program participants. To maintain excellence in supporting the implementation of the RPL program in the Non-Formal Education program, Surabaya State University and Yogyakarta State University provide learning support facilities such as laboratories, community empowerment facilitator test sites, lecture programs, field lecture activities, and additional guidance. And the last aspect that supports the quality of higher education institutions is the ability of higher education institutions to manage learning models and curriculum content, teaching teams, facilities and infrastructure, and institutional branding.

Process of Implementing Prior Learning Recognition (RPL) for Village Facilitators

The learning process becomes an activity that cannot be separated for each individual (Malik et al., 2019). Through the learning process they experience, they can build knowledge that can later be developed and implemented in life or vice versa with the learning process through experience can build knowledge that can be implemented (Pribadi, 2017; Prasetyo & Putrini, 2021; Akbar et al., 2020). In the context of the RPL student learning process, this is in line with the theory of learning experience from Kolb which states that learning emphasizes essential material and is adapted to each individual's experience. In his theory too, Kolb states that knowledge is created through the transformation of experience, which is then divided into four stages in the learning process, namely:



- 1) *Concrete experience*. The process by which individuals experience events directly. In this case, the RPL participants are in the phase of doing an experience as Village Assistance Workers.
- 2) *Reflection Observation*, at this stage the individual begins to understand and reflect on the experience he has gone through, namely understanding that experience as a Village Assistance Worker or community facilitator by carrying out his obligations.
- 3) *Abstract conceptualization*, at this stage the individual has created a concept or procedure of thought/work abstractly both personally and in groups related to what is being done as his/her experience.
- 4) *Active experimentation*, at this stage the individual can implement the concepts that have been made within the scope of work from the experience carried

Department of the Faculty of Education, Surabaya State University and Yogyakarta State University, it was carried out through several stages as shown below:

Figure 2. Individual and Formal Assessment Methods according to Van Rooy in Abdillah (2020)

The process of assessing prospective student candidates for Recognition of Prior Learning by Village Facilitators of the ministry of Village PDPT Bojonegoro Regency in the Non-formal Education Department of the Faculty of Education, Surabaya State University and Yogyakarta State University is carried out using a portfolio assessment. In this portfolio, the candidate demonstrates ability by attaching documentation of evidence of learning experience, and work experience by the field of study to be pursued. Then for participants who pass the portfolio selection, they will proceed to the interview stage to see their readiness and skills to support the portfolio stage. The next stage that the candidate will go through is a test. According to *the European Centre for The Development of Vocational Training*, the Prior Learning Recognition design can apply the test to the candidate if the candidate's documentation is insufficient but the candidate has the academic skills for a formal exam. And if the candidate has passed the assessment carried out, then the candidate can enter the RPL learning program and complete the study according to the provisions until obtaining a diploma.

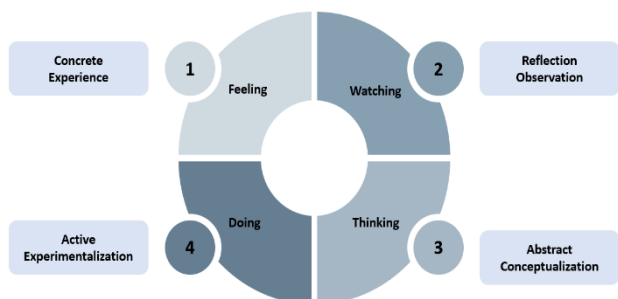


Figure 1. Learning Stages according to Kolb's Theory (Abdillah, 2020)

out.

The learning process of each individual has a different level and cannot be equated in general with one another (Malik et al., 2019; Winarti et al., 2021). As for knowing the level of understanding of knowledge in RPL student candidates, in the process, an assessment is carried out that can assess validity, reliability, fairness, cognitive range, and fitness for purposes of the assessment of participants in the study program that will be selected for the next process. Van Rooy in (Abdillah, 2020) states that past learning assessments often take many forms to the objectives carried out in the RPL program. In the case of RPL type A2 which was carried out in the Recognition of Prior Learning program by Village Facilitators of the Ministry of Village PDPT Bojonegoro Regency in the Non-Formal Education

The mechanism for implementing the Recognition of Prior Learning program in tertiary institutions refers to the procedure for implementing Recognition of Prior Learning as follows:

- 1) Recognition of Prior Learning is done to improve the quality and relevance of LPTKs
- 2) Recognition of Prior Learning is carried out under a good quality assurance system
- 3) The process and output of Recognition of Prior Learning must meet national standards for Higher Education so that LPTKs as organizers must provide information related to readiness and accountability in the form of learning outcomes and relevance between courses programmed.

- 4) It is easy to access information about the Prior Learning Recognition processes and mechanisms taken, as well
- 5) Operational procedures for implementing Recognition of Prior Learning which includes the process of selection, assessment, recognition, learning, and financing.

In its implementation, the Recognition of Prior Learning Program by Village Facilitators of the Ministry of Health PDTT, Bojonegoro Regency in the Non-Formal Education study program, the Faculty of Education, Surabaya State University and Yogyakarta State University, follows the RPL type A2 process scheme, where this type is motivated by non-formal and informal education, as well as experience. candidate work that has been assessed through assessment and recognition. In this type of RPL, candidates must be proactive in carrying out learning activities to achieve predetermined learning objectives. Then the candidate obtains a statement acknowledging several credits from the intended tertiary institution and can continue his education at tertiary institutions and complete them to be able to obtain legality in the form of a diploma (Abdillah, 2020; Simatupang et al., 2017).



Figure 3. RPL Process Scheme type A2 (Dirjan Belmawa, Kemenristekdikti 2017 in Abdillah, (2020)

The learning process that occurs in higher education according to Sanjaya in Budiono (2018) is a process of interaction between students and learning resources. The sources of learning for students do not only come from lecturers, but also from their environment, peers, and even from their life experiences (Sujarwo, 2007). The purpose of this learning process is to achieve the educational goals being carried out, namely the learning outcomes that must be achieved in the study program being pursued. Ensure the implementation of learning in study programs in obtaining graduate learning outcomes is regulated in the Regulation of the Minister of Education and Culture Number 49 of 2014 concerning National Higher Education Standards which regulates standard learning processes, which contain characteristics, processes, implementation of the learning process and student learning load.

From the results of the research conducted, lectures by Recognition of Prior Learning students are carried out online (in the network) and offline (outside the network). Online learning is learning that is carried out online with the help of an online communication platform via the Internet (Hasanah et al., 2021; Dinana et al., 2021; Maudiarti, 2018). This is done as a form of integrating information and communication technology in the learning process as well as to prepare and familiarize students to compete in an era of society where technology continues to develop (Halimah, 2019; Puspitorini, 2020). In its application, the online learning model is carried out by utilizing the Zoom meeting platform and WhatsApp group in delivering teaching materials and materials for each course. Whereas in the offline (off-network) learning model it is carried out by coming to campus, field visits, and it is not possible to also conduct online workshops to add to the lack of material during lectures considering time constraints. This happens in the course for the preparation of scientific papers as a final assignment (thesis), which is done offline by holding a thesis writing workshop for Recognition of Prior Learning students.

The learning characteristics that occur in Recognition of Prior Learning students in the Non-formal Education Study Program, Faculty of Education, Surabaya State University and Yogyakarta State University have interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative and student-centered characteristics (Sumiyarno, 2007). This interactive nature is known from the research results obtained, describing that during the lecture process flexibly, actively participate in discussions either with the lecturer or with peers in class for each subject that is assigned. Then the holistic nature is reflected during the learning process which is carried out encouraging the formation of a mindset that is comprehensive, broadly integrated, and internalized in the profession that is currently involved, namely as Village Assistance Staff who are in charge of assisting village communities in Bojonegoro Regency. Then on the integrative side, in the context of student lectures Recognition of Prior Learning is seen in the learning process carried out through an interdisciplinary and multidisciplinary scientific approach and experience that can be converted into learning activities.

Even though the lectures in the Recognition of Prior Learning program are only conducted for 4 semesters, the learning activities are still scientific in nature, where the learning is carried out based on a scientific approach so as to create an academic environment based on a system of values, norms, scientific principles being studied. In the learning process, students emphasize contextual principles where graduates are expected to be able to adapt to the demands of solving problems in the realm of expertise in

accordance with the learning outcomes that have been carried out. In addition to the contextual learning that is carried out, students of the Recognition of Prior Learning program also emphasize the thematic concepts in which the learning that is carried out is related to the problem (context) of the background of real experience through a transdisciplinary approach.

Even though it is carried out online (in a network), the learning process is carried out effectively by focusing on material that is essential for students. Active collaboration is also a benchmark for learning outcomes carried out, by interacting between individuals to form integrated attitudes, knowledge and skills, as well as student-centered learning (student center) which prioritizes the development of creativity, capacity, personality, the needs of students as a whole.

Curricular activity methods in Recognition of Prior Learning student lectures that are applied include group discussions, cooperative learning with subject lecturers, project learning through field activities. As for the implementation, each course can apply one or two learning methods, this is to create an effective learning process and be able to direct students to the learning outcomes they pass.

Analysis of Implementation of Recognition of Prior Learning (RPL) for Village Facilitators

One way that can be done to improve the quality of human resources is through education. This is the background to the Prior Learning Recognition program to realize Indonesia's educational ideals, namely to create superior and adaptive human resources and to become a source of resource development in the region. In the implementation of Recognition of Prior Learning (RPL) lectures for Village Facilitators of the Ministry of Health, PDDT, Bojonegoro Regency, lectures are conducted online and offline with activities including discussions, practicals, field visits, and final assignments.

The implementation process as the management of the Prior Learning Recognition program is one of the factors that support success in achieving the learning objectives carried out (Ningsih & Muskhir, 2022). So, we need a strategy that can be applied to increase strengths and maximize opportunities and avoid deficiencies by determining preventive actions to suppress weaknesses and avoid threats that can result in the failure of the Prior Learning Recognition program implemented. SWOT analysis is one method that can be applied to analyze the state of the internal and external factors of a system. The SWOT analysis designed by Albert Humphrey in 1960 serves to assist in analyzing how to improve the work to be achieved (Sodikin & Gumiandari, 2021), which is no exception here is the implementation of Recognition of Prior Learning lectures by Village Assistants of the Ministry of Village

PDDT Bojonegoro Regency in the study program Non-formal Education Faculty of Education, State University of Surabaya and Yogyakarta State University. The purpose of this SWOT analysis is to find aspects that influence the implementation process and try to provide solutions to correct existing deficiencies. This aspect is seen from internal factors, namely strengths (*strengths*) and weaknesses (*weakness*), as well as looking at external factors, such as opportunities (*opportunity*) and threats (*treats*) (Sodikin & Gumiandari, 2021; Dinana et al., 2021; Surata et al., 2022). From the results of the interviews conducted, the following data were obtained:

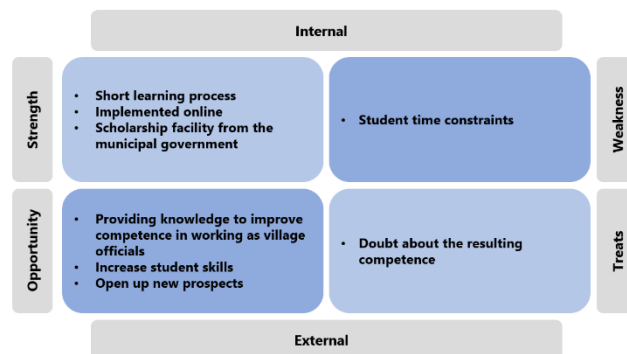


Figure 4. SWOT Analysis Matrix Implementation of the RPL by Village Facilitators of the Ministry of Village PDDT Bojonegoro Regency

Strengths

The first internal factor is the aspect of strength (*strengths*), this aspect of strength is an aspect that supports the successful implementation of lectures in the Village Assistance Program at the Ministry of Village PDDT Bojonegoro Regency in the Non-Formal Education Department, Faculty of Education, Surabaya State University and Yogyakarta State University. As stated in the interview, the support for student lecture activities in the Recognition of Prior Learning program is in short the semester process that is passed, namely the 4 semesters resulting from the conversion carried out previously through portfolio assessment and assessment. The lecture activities are carried out online so that it makes it easier for students to continue carrying out their activities as Village Assistance Workers who are tasked with providing services and becoming facilitators to the community.

In addition, scholarships for students from the Bojonegoro city government as facilities provided make it easy for students to access higher education freely, as well as lecture contexts that support the competence of Village Assistance Workers as facilitators and community servants to further support the implementation of lectures in the Recognition Past Learning Program for Village Assistance ministry of PDDT Bojonegoro Regency in the Department of Non-

Formal Education, Faculty of Education, Surabaya State University and Yogyakarta State University.

Weakness

Weakness as an internal factor looks at aspects of weakness originating from within the system (Sodikin & Gumindari, 2021). In the context of implementing student lectures in the Prior Learning Recognition program for Village Assistants, the Ministry of Village, PDTT, Bojonegoro Regency in the Non-Formal Education Department, the Faculty of Education, Surabaya State University and Yogyakarta State University, it was found that this aspect of weakness occurred due to the limited time students had because apart from studying, they also had to carry out their duties as staff. Village Facilitator in Bojonegoro district. This is like the opinion of Ismail et al., (2018) and Kurniasari et al., (2020), which state that time is a supporting factor for the successful implementation of a lesson because it relates to effectiveness as well as the psychological state of the students.

Opportunity

Opportunity to become an external factor of a situation by looking at the outside influence of a system (Puspito et al., 2021). In this study, namely the Recognition of Prior Learning Assistants at the village ministry of village PDTT Bojonegoro Regency in the Non-formal Education Department of the Faculty of Education, Surabaya State University and Yogyakarta State University, the opportunity to get by participating in the program is to be able to provide additional knowledge that can increase competence for assistants Villages to provide services to the community in Bojonegoro district, and to be able to add skills that open up new prospects for each student of Recognition of Past Learning. So that the opportunities that exist are able to support the existence of strength, namely the implementation and success of the implemented program.

Treats

Besides the opportunity factor that sees the positive side to support a system from the outside, there is also a threat factor that sees the negative side that can damage a system (Fatimah, 2020). As for the context of the Lecture on Recognition of Prior Learning Assistants for the Village Ministry of Village PDTT Bojonegoro Regency in the Non-Formal Education Department of the Faculty of Education, Surabaya State University and Yogyakarta State University, the threat occurred because there were doubts by the community about the competencies produced because in short, the learning process was only 2 years than it should be 4 years. This can lead to low public interest in participating in the

program due to the view that the quality of the output is low.

CONCLUSION

From the research conducted related to efforts to increase educational capacity as village assistants through the Prior Learning Recognition program in the Non-Formal Education study program strengthening the synergy of LPTKs in the implementation of Recognition of Prior Learning (RPL) of Village Facilitators of the Ministry of Village PDTT Bojonegoro Regency in the Non-Formal Education Department of the Faculty of Education, Surabaya State University and Yogyakarta State University is carried out with type A, RPL Type A aims to provide opportunities for people who already have experience in a certain field of knowledge and skills to enter formal education with certain qualifications based on formal, non-formal, informal education or work experience that has been owned, which is done by credit transfer. Furthermore, related to the weakness factor occurs because of the lack of learning time for the participants due to the dense activities as Village Assistance Workers, so it requires good management so that they can continue to attend lectures to the fullest. In the analysis of external factors, in terms of opportunities, this Recognition program can open up great opportunities for Village Assistance Workers to be able to gain more knowledge and open wider career opportunities because of the additional skill obtained during the lecture process, as well as in the threat aspect, there is an assumption that the low quality of graduates produced is due to the brevity of the lecture process being carried out.

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